**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  2nd Grade | | | **Date(s)**:  Task 3 Lesson 5 |
| **Unit Title:**  Unit 1- Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the values of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * BrainPOP Jr. | | **Student:**   * Envisions lessons 4-4 * Envisions lessons 4-5 * Hundreds board * Chips or markers | | | compare, greater than, less than, equal to | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. | | | | | |
| **I Can Statement(s):**  I can read two numbers and decide which is larger or smaller.  I can tell what the symbols mean.  I can use the < or > when telling which number is larger or smaller.  I can use the = sign to show that the two numbers have the same value. | | | | | |
| **Activating Strategy/Hook:** (5 mins) (How will students become cognitively engaged and focused?)  Each student will be given a hundreds board a few chips. Teacher will call out clues for students to discover the mystery number. For example, teacher says “my number is **greater than** 10, my number is **less than** 25, it has a 3 in the ones place, and has a 2 with a **value** of 20. Continue this process as needed for your individual class. | | | | | |
| **Teacher Directed:** (15 mins)  Teacher will guided students through the front of Envisions lessons 4-4 and 4-5 to practice comparing 2 two-digit numbers. Teacher will also display a number line on the board showing students how they can compare numbers on the number line. | | | | | |
| **Guided Practice:** (10 mins)  The class will work together to complete the remainder of lesson 4-4. | | | | | |
| **Independent Practice:** (20 mins)  Students will work to complete Envisions lesson 4-5. Go over as a class to check for mastery of comparing numbers using <, =, and >. | | | | | |
| **Closing/Summarizing Strategy:** (4:49 mins)  Students will watch BrainPOP Jr. video under “math” 🡪 “number sense” 🡪 “comparing” to summarize what we have learned in this lesson. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Envisions Enrichment 4-5 * [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com) “Dragon Drop” * Differentiated Instruction Advanced “Look and See” | | | * Envisions Reteaching   4-4   * Envisions Reteaching   4-5 | | | * Envisions Reteaching   4-4   * Envisions Reteaching   4-5 |
| **Assessment(s):**  none | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |